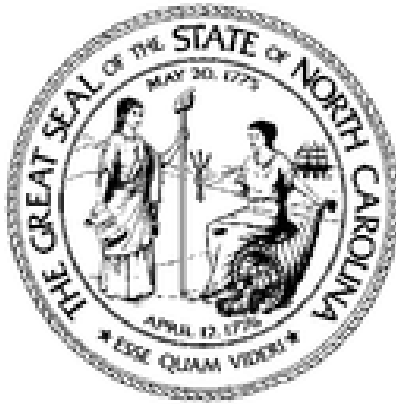


# **2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina**



North Carolina Department of Public Instruction  
301 North Wilmington Street  
Raleigh, NC 27601

# **2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina**

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## INTRODUCTION AND REQUIREMENTS

The *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* initiates the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina schools. This document, including all attachments, provides an overview of the process for submission, evaluation, and adoption of textbooks. By submitting textbooks for evaluation, publishers and producers agree to follow the procedures set forth in this document. **Failure to comply with all procedures, including stated deadlines, may result in disqualification** for the annual evaluation and adoption of textbooks in selected subject categories for use in North Carolina. **The entire Invitation document must be returned with your bid submission.**

Authority for the North Carolina State Board of Education to adopt textbooks is codified in the General Statutes of North Carolina §115C-85 through §115C-102. Only publishers listed on the North Carolina Publishers Registry are allowed to submit textbooks in response to the requirements of this document, and all responses must conform to the specified requirements.

The 2020 textbook evaluation will include the subject grade levels/courses listed on page four (4). In the Cost Proposal (see Attachment 4 for a sample), publishers must identify each textbook to be evaluated by title, grade level/course, and ISBN.

As cited in GS 115C-85, textbook is defined as:

“... systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process.”

Technology-based programs may include subscription or web-based materials.

### Submission Parameters

1. Textbook materials may be submitted for any grade level/course the publisher deems appropriate. Cost Proposals must clearly state each grade level/course the publisher deems appropriate.
2. Publishers must clearly specify the grade levels/courses for any submitted materials prior to submission.
3. Textbook materials will only be evaluated for the grade levels/courses specified by the publisher.
4. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. Publishers shall ship sample textbook materials according to the schedule set by the North Carolina Department of Public Instruction. Sample textbook materials shall be shipped to sites designated by the North Carolina Department of Public Instruction. All shipped materials must contain the identification number that is supplied by the North Carolina Department of Public Instruction.

5. It is the responsibility of the publisher to ensure that each submission is complete and correctly identified. Publishers shall send access information for technology-based programs or other non-print materials according to the schedule set by the North Carolina Department of Public Instruction. Access information for technology-based programs or other non-print materials shall be sent to sites designated by the North Carolina Department of Public Instruction. Access information for all technology-based programs or other non-print materials must contain the identification number that is supplied by the North Carolina Department of Public Instruction.
6. Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through the online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. A link for access to a video or screen cast instructions and/or an electronic document with navigation instructions must be submitted to [nctextbooks@dpi.nc.gov](mailto:nctextbooks@dpi.nc.gov) according to the schedule and bid proposal guidelines set by the North Carolina Department of Public Instruction. Access to the instructions must work at all times through October 30, 2020. Contact information for technical support must be provided in the bid submission and during check-in with NCDPI staff at the evaluation site.
7. Textbook titles will be adopted by the State Board of Education and placed on contract for the Public Schools of North Carolina. Adopted titles are distributed solely through the North Carolina Textbook Warehouse. §115C - 96 (2).
8. As stated in the Standard Textbook Contract (Attachment 1, PART IV (12)), the seller shall not submit for substitution without prior written approval of the North Carolina Department of Public Instruction.

## **MATERIALS TO BE CONSIDERED**

Print and non-print materials will be considered. All material must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing. **Only materials that are on the Cost Proposal spreadsheets will be evaluated and reviewed. Non-bid materials, materials not on the Cost Proposal spreadsheets, shall not be shipped to an evaluation site. Non-bid materials shall not be shipped to any school or school district. No additional materials may be provided as part of any State-adopted textbook package or purchase agreement.**

### Alignment to the Standard Course of Study

All submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for English Language Arts (ELA) K-12.

**Mathematics 9-12 standards are accessible using the links below:**

**[NC Math 1](#), [NC Math 2](#), [NC Math 3](#), [Discrete Mathematics for Computer Science](#), [NC Math 4](#), [Precalculus](#)**

**CTE standards are available using the URL below:**

<http://center.ncsu.edu/standards/NCCTE/>

### Materials for Students

General Education (GE) - These materials are suitable for use with general education students and with students in special settings.

Adapted Materials (AM) - Important considerations for adapted materials include a reading level appropriate for students who require special instruction and text formats that promote the development of cognitive processes for special students. Overly modified language to achieve appropriate reading level is unacceptable.

**The same evaluative criteria for textbooks will be used for GE and AM submissions.**

### Technology-Based Textbook Materials

Technology-based textbook materials are those basic learning resources that require the availability of electronic equipment. **All components and technical requirements must be listed on the Cost Proposal spreadsheet.**

## **TEXTBOOK EVALUATION ADVISORS**

The Textbook Commission shall appoint textbook evaluation advisors who will assist with the evaluation of textbook submissions.

### Number of Advisors

The Textbook Commission will review the content areas, grade levels and courses under consideration for evaluation and adoption. The total bid submissions will be used to determine the number of advisors.

### Orientation and Training

Each advisor participates in an orientation and training session.

### Qualifications

Each advisor shall be certified in the area(s) he or she is evaluating materials. Advisors currently teaching in those areas are preferred.

### Evaluation

Each advisor will submit to the Textbook Commission a completed "Textbook Materials Review Criteria Sheet" for each textbook evaluated and participate in a debriefing.

# CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

## Mathematics, 9-12

[NC Math 1](#)

[NC Math 2](#)

[NC Math 3](#)

[Discrete Mathematics for Computer Science](#)

[NC Math 4](#)

[Precalculus](#)

Course names above hyperlink to the standards for that course.

# CONTENT AREAS FOR TEXTBOOK EVALUATION PROCESS

## Career and Technical Education (CTE)

Program Area: Course Number and Course Name (All courses for 9-12 unless otherwise denoted.)

Program Areas:       Agricultural Education (AG)  
                              Business, Finance, and Marketing Education (BFM)  
                              Computer Science and Information Technology Education (CSIT)  
                              Family and Consumer Sciences Educations (FCS)  
                              Health Science Education (HS)  
                              Trade, Technology, Engineering, and Industrial Education (TTEI)  
                              One Course fit in all Program Areas

---

### **Agriculture Education (AG)** (All courses for 9-12 unless otherwise denoted.)

AG AS31 Agricultural Mechanics I  
AG AS32 Agricultural Mechanics II  
AG AU10 Agriscience Applications  
AG AA21 Animal Science I  
AG AA22 Animal Science II  
AG AA23 Animal Science II: Small Animal  
AG AA31 Equine Science I  
AG AA32 Equine Science II  
AG AP41 Horticulture I  
AG AP42 Horticulture II  
AG AP44 Horticulture II: Landscaping  
AG AP43 Horticulture II: Turfgrass Management  
AG AN51 Natural Resources I  
AG AN52 Natural Resources II

### **Business, Finance, and Marketing Education (BFM)** (All courses for 9-12 unless otherwise denoted.)

BFM BA10 Accounting I  
BFM BA20 Accounting II  
BFM BB30 Business Law  
BFM BB40 Business Management I  
BFM BB42 Business Management II  
BFM BF21 Financial Planning I  
BFM BF22 Financial Planning II  
BFM MA52 Marketing Applications  
BFM ME11 Entrepreneurship I  
BFM ME12 Entrepreneurship II  
BFM MH42 Hospitality and Tourism  
BFM MI21 Fashion Merchandising  
BFM MM51 Marketing



**Fit in all Program Areas**

CC45 Career Management

**Computer Science and Information Technology Education (CSIT)** (All courses for 9-12 unless otherwise denoted.)

CSIT I I21 Computer Engineering I

CSIT II22 Computer Engineering II

CSIT II31 Adobe Visual Design

CSIT II32 Adobe Digital Design

CSIT II33 Adobe Video Design

CSIT BN20 Network Administration I

CSIT BN22 Network Administration II

**Family and Consumer Sciences Educations (FCSE)** (All courses for 9-12 unless otherwise denoted.)

FCS FA31 Apparel and Textile Production I

FCS FC11 Principles of Family and Human Services

FCS FH10 Culinary Arts and Hospitality I

FCS FH13 Culinary Arts and Hospitality III

**Health Science Education (HSE)** (All courses for 9-12 unless otherwise denoted.)

HS HB11 Biomedical Technology

HS HU05 Exploring Healthcare (6-8)

HS HU40 Health Science I

**Trade, Technology, Engineering, and Industrial Education (TTEIE)** (All courses for 9-12 unless otherwise denoted.)

TTEI IC00 Construction Core

TTEI IC11 Masonry I

TTEI IC41 Electrical Trades I

TTEI IC42 Electrical Trades II

TTEI IC43 Electrical Trades III

TTEI IC61 Drafting I

TTEI IC62 Drafting II - Architectural

TTEI IC63 Drafting III - Architectural

TTEI ID11 Drone Technology I

TTEI ID12 Drone Technology II

TTEI IL55 HVAC/R I

TTEI IL56 HVAC/R II

TTEI IL57 HVAC/R III

TTEI IL58 Plumbing I

TTEI IL59 Plumbing II

TTEI IL60 Plumbing III

TTEI IM21 Woodworking I

TTEI IM22 Woodworking II

TTEI IM61 Welding Tech I

TTEI IM62 Welding Tech II  
TTEI IM63 Welding Tech III  
TTEI IP12 Public Safety II  
TTEI IP21 Emergency Medical Technology I  
TTEI IP22 Emergency Medical Technology II  
TTEI IP31 Fire Fighter Technology I  
TTEI IP32 Fire Fighter Technology II  
TTEI IP33 Fire Fighter Technology III  
TTEI IT30 Collision Repair Fundamentals  
TTEI IT31 Collision Repair I  
TTEI IT32 Collision Repair II Non-Structural  
TTEI IT33 Collision Repair II Refinishing  
TTEI IV22 Drafting II - Engineering  
TTEI IV23 Drafting III - Engineering  
TTEI TE01 Technology Design and Innovation  
TTEI TE02 Technological Systems  
TTEI TE11 Technology Engineering and Design  
TTEI TE12 Technological Design  
TTEI TE13 Engineering Design

North Carolina Career And Technical Education Standards:  
<http://center.ncsu.edu/standards/NCCTE/>

## TENTATIVE SCHEDULE FOR 2020 ADOPTION PROCESS

- February 27, 2020** Textbook Commission Subcommittee Planning Meeting – The subcommittee will meet to discuss digital resources and training for commissioners and textbook evaluation advisors.
- February 28, 2020** Textbook Commission Planning Meeting – The meeting provides initial training for Commission members.
- March 4, 2020** Presentation to the State Board of Education (SBE) – The Department of Public Instruction (DPI) presents a review of the adoption process and a draft of the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Item is presented as Action on First Read.
- March 5, 2020** Proposed SBE Approval of the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*.
- March 6, 2020** Invitation Announcement– DPI emails publishers and producers who are on the NC Publishers Registry the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Website:  
<https://www.dpi.nc.gov/districts-schools/district-operations/textbook-adoption/information-publishers>
- March 13, 2020** Publishers' Meeting– All publishers on the NC Publishers' Registry are invited to attend **a virtual meeting for publishers from 10 a.m. – 11:30 a.m. This meeting is virtual only.**  
<https://attendee.gotowebinar.com/register/1920028082939858957>  
Publishers submitting bids are strongly encouraged to attend.
- March 19, 2020** Textbook Commission Subcommittee Planning Meeting – The subcommittee will meet to design training for Textbook Commissioners and Textbook Evaluation Advisors.
- March 20, 2020** Textbook Commission Content Meeting – The meeting provides initial training for Commission members on content standards.
- March 23, 2020** Publisher deadline for submitting written questions regarding the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is March 23, 2020, 2:00 p.m. (EST).
- All questions must be written and submitted to Mashonda Southerland, Procurement Office, [mashonda.southerland@dpi.nc.gov](mailto:mashonda.southerland@dpi.nc.gov) by 2:00 p.m. (EST) March 23, 2020.
- March 27, 2020** Each bid proposal submission requires an identification number issued by NCDPI. Interested publishers must send an email request to

nctextbooks@dpi.nc.gov with the subject line “Request for Identification Number(s).” The email must include a request for the total number of identification numbers needed.

Requests for bid identification numbers must be received between March 13<sup>th</sup> – March 27<sup>th</sup> by email to: nctextbooks@dpi.nc.gov

**March 31, 2020**

All responses to publisher questions will be answered and distributed to publishers.

**April 13, 2020**

Sealed Bids Submitted – All bid submissions must be sealed, submitted, and received by 2:00 p.m. (EST) in the Procurement Office at the North Carolina Department of Public Instruction. Submissions shall be in both print and electronic form as outlined in the Bid Proposal Information Section of this document. NOTE: *Authority to Submit Bids for Textbooks* (Attachment 3) must be included with bid submissions.

**Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through the online platform. A link for access to a video or screen cast navigation instructions and/or an electronic document with navigation instructions must be submitted to nctextbooks@dpi.nc.gov by 2:00 pm (EST) on April 13, 2020. Access to the instructions must work at all times through October 30, 2020. Contact information for technical support must be provided in the bid submission and during check-in with NCDPI staff at the evaluation site.**

**April 13, 2020**

Sealed Bids Opened – Bids will be opened in the Procurement Office at the North Carolina Department of Public Instruction beginning at 2:00 p.m. (EST). Publishers submitting bids will receive a list of selected sample sites.

**April 17, 2020**

Textbook Commission Planning Session – Planning meeting.

**June 5, 2020**

Bid Submission Samples – Bid submission samples (i.e., DPI Official Sample Copy) and correlations must be received in the North Carolina Textbook Warehouse and at NC Textbook Commission selected sites. The DPI Official Sample Copy must include all items on the cost proposal spreadsheet. **All items must be labeled with the DPI Identification number. All non-print materials on a list must include the DPI identification number.**

NOTE: Samples must not be delivered before June 1<sup>st</sup> and no later than June 5<sup>th</sup>.

**July 6, 2020**

Publisher Displays and Presentations– Publishers set up textbook materials between 8:00 a.m. – 12:00 p.m. (EST)

Location: TBD

NOTE: Set ups must be complete by 12:00 p.m. (EST). **All materials on display must be labeled with the DPI identification number. All non-print materials on a list must include the DPI identification number.** Publishers may present to the Textbook Commission relevant information of their submissions.

Evaluation Training – DPI provides training for commission members and advisors.

**July 7, 2020**

Evaluation Training – DPI provides training for commission members and advisors.

Evaluation Sessions – The Textbook Commission members will facilitate the review of publishers' materials at the evaluation site.

**July 11, 2020**

Removal of Materials – Publishers remove evaluation materials between 2:00 p.m. – 4:00 p.m. (EST) from the evaluation site.

**August 27-28, 2020**

Deliberations and Reconsiderations Meeting – Textbook Commission meets to formulate a list of materials to be recommended to the SBE.  
Location: TBD

**September 4, 2020**

Recommended List– Publishers will be notified of recommended list by September 4, 2020.

**October 7, 2020**

Recommendations to the SBE – Textbook Commission Chair and the Digital Teaching and Learning Director provide the list of recommended materials for the 2020 textbook adoption.

**October 8, 2020**

Proposed SBE Approval of Recommendations – The SBE reviews the recommendations for the 2020 textbooks and makes decisions regarding adoption.

**November 6, 2020**

Adopted Materials and Electronic Files –

- Publishers must submit adopted materials to the Textbook Warehouse.
- Publishers' deadline to submit teacher edition of adopted materials to teacher education programs of public and private institutions.
- Publishers' must submit three additional copies of student edition (for print submissions) to the Textbook Warehouse.
- Publishers must deliver required electronic files to the Textbook Warehouse or the National Instructional Materials Access Center NIMAC (Attachment 7).

**Due date communicated in a letter to publishers who have materials on the adopted list**

Contracts, Surety Bonds, and Signed Affidavits – Publisher contracts, surety bonds, and signed affidavits must be received by the Procurement Office at the North Carolina Department of Public Instruction by 2:00 p.m. (EST) on the due date (Attachments 1, 2, and 8).

## BID PROPOSAL INFORMATION

### Bid

### Submissions

Envelopes in which sealed bids are submitted shall include the publisher's name and be plainly marked on the outside, "Textbook Bid." All pages of the Cost Proposal spreadsheet must be included in the submission.

- Submit four (4) signed originals of the completed Bid Proposal. The entire *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* solicitation document must be returned with your Bid Proposal, including these completed documents
  - A transmittal letter
  - Authority to Submit Bids for Textbooks (Attachment 3)
- Submit four (4) copies of the completed Cost Proposal spreadsheet with the cost
- Submit four (4) copies of the Cost Proposal spreadsheet without the cost included.
- **Submit a link for access to a video or screen cast navigation instructions and/or an electronic document with navigation instructions to [nctextbooks@dpi.nc.gov](mailto:nctextbooks@dpi.nc.gov) according to the schedule set by the North Carolina Department of Public Instruction. Publishers submitting technology-based programs or other non-print materials must provide specific instructions on how to navigate all submitted digital materials through the online platform. Navigation instructions may be provided by video or screen cast no longer than 10 minutes in length and/or in an electronic document. A video or screen cast is preferred. Access to the instructions must work at all times through October 30, 2020. Contact information for technical support must be provided in the bid submission and during check-in with NCDPI staff at the evaluation site.**
- Submit four (4) USB flash drives The files on the flash drives shall not be password-protected and shall be capable of being copied to other media including Microsoft Word and/or Microsoft Excel and must include the following:
  - A signed, original copy of the Bid Proposal
  - The Cost Proposal spreadsheet with the cost included. Please send as an Excel spreadsheet.
  - The Cost Proposal spreadsheet without the cost. Please send as an Excel spreadsheet.
- Submit a current catalog (hardcopy and/or electronic access to the catalog) that includes details about materials submitted for adoption.
- Send submissions to:  
**Please note that the US Postal Service does not deliver any mail (US Postal Express, Certified, Priority, Overnight, etc.) on a set delivery schedule to this Office. It is the responsibility of the publisher to have the bid in this Office by the specified time and date of opening.**

#### DELIVERY INFORMATION:

2020 Invitation to Submit Textbooks for  
Evaluation and Adoption in North Carolina  
NC Department of Public Instruction  
Attn: Mashonda Southerland, Procurement Office  
301 N Wilmington Street  
Raleigh, NC 27601

**Transmittal Letter**

Each Bid Proposal must be accompanied by a letter of transmittal that:

- Identifies the submitting organization;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized by the organization to obligate the organization contractually;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person authorized to negotiate the contract on behalf of the organization;
- Identifies the name, title, telephone and fax number, along with an e-mail address of the person to be contacted for clarification;
- Acknowledges receipt of any and all addendums to the Bid Proposal.
- Includes a Conflict of Interest Statement:
  - Provide a statement that no assistance in preparing the Bid Proposal was received from any current or former employee of the State of North Carolina whose duties relate(d) to this Bid Proposal, unless such assistance was provided by the state employee in his or her official public capacity and that neither such employee nor any member of his or her immediate family has any financial interest in the outcome of this Bid Proposal;
  - State if the publisher or any employee of the publisher is related by blood or marriage to a State Board member, textbook commission member, state, school district, and/or local level employee. If there are such relationships, list the names and relationships of said parties. Include the position and responsibilities within the publisher's organization of such publisher employees; and state the employing state agency, individual's title at that State Agency, and termination date.

**Cost Proposal Spreadsheet**

The Cost Proposal spreadsheet must contain a list of all bid materials with prices such as Student Edition, Teacher Edition, Digital Edition, and other support materials that will be provided at no additional cost based on the number of core bid materials purchased, such as Accompanying Student Materials and Teacher Enrichment Materials. Publishers may submit up to four (4) items considered as Accompanying Student Materials and up to seven (7) items considered as Teacher Enrichment Materials.

**Consumable student editions/workbooks** requiring annual replacement will be priced on a five-year basis. In years 2-5 of the contract, purchase quantity will be ready for shipment no later than **April 15<sup>th</sup>** of each year. Quantities exceeding the initial purchase will be available in years 2-5 at a cost equal to the original price divided by five (total number years of contract).

**Accompanying Student Materials:** The publisher may provide up to a maximum of four (4) items to the LEA as part of the cost of the student or digital edition. The publisher must determine any qualifications on these items, i.e., 'upon request,' 'first year only,' 'life of adoption,' etc., except for the number of items that can be provided at no additional cost (4 items maximum). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for each year of the life of the adoption.

**Teacher Enrichment Materials:** The publisher may provide up to a maximum of seven (7) items to the LEA per classroom (15 student minimum) at no additional cost (above the cost of the student or digital editions). As the class size increases over the 15 student minimum, the publisher may increase the number of enrichment materials provided based on an increment of textbook purchases to be determined by the publisher, i.e., 3 additional students (class size 18) will result in one additional enrichment material item to be provided. The increment determined by the publisher must be stated on the Cost Proposal spreadsheet and may not be changed once the bid is submitted. The publisher must determine any qualifications on these items, i.e., ‘upon request,’ ‘first year only,’ ‘life of adoption,’ etc., except for the number of items that can be provided at no additional cost (7 items plus increments if applicable). Items deemed to be inappropriate during evaluation may be disqualified. NOTE: If no qualifications are stated, it will be assumed that the item will be provided at no additional charge for the life of the adoption.

Additional copies of Accompanying Student Materials and Teacher Enrichment Materials will be ordered directly from the publisher by the LEA.

**Cost  
Calculation**

Publishers shall calculate the Cost Proposal spreadsheet in accordance with the following process (Attachment 4):

(a) *Net wholesale* - Each publisher shall start with the net wholesale price (lowest price available in the United States), free-on-board (f.o.b.) publisher for which the textbook/program will be offered in North Carolina.

(b) *NC Warehouse Allowance* - North Carolina maintains and operates its own textbook warehouse and distributes textbooks to local school systems. An allowance shall be calculated at 8% of the net wholesale price.

(c) *Bid Price* - The warehouse allowance shall be deducted from the net wholesale price to render the net price the State Board of Education will pay for the textbook. This price shall be the bid price (f.o.b. Raleigh, with freight prepaid).

It is understood that bid prices will be calculated at the lowest price given to any state as required by §115C-95 and Part III, Section (9) of the textbook contract. A current catalog (hardcopy and/or electronic access to the catalog) that includes details about materials submitted for adoption must be submitted with bid sheets.

It is the responsibility of the submitting publisher to assure accuracy and completeness of all information in the bid.

Any price is subject to further reduction during the term of the contract under the terms of paragraph (9) of the proposed contract.

**Prohibition  
of Free  
Materials**

**NO FREE MATERIALS.** All bid materials must be listed in the Cost Proposal spreadsheet. **NOTE: Items that do not have intellectual content may not be given as free materials. Examples of free materials include, but are not limited to, electronic or computer hardware (including tablets), microscopes, carts, standard electronic equipment (DVD players, overhead projectors, document cameras, interactive whiteboards, phone/music/data transmitting and listening devices, and digital cameras).**



## BID SAMPLE INFORMATION

### **Bid Samples for Selected Sites**

Publishers must provide bid samples to selected sites. NCDPI will provide a list of the **selected sites to all publishers who request identification numbers to submit bids.**

All bid samples must be complete unless otherwise approved by Textbook Adoption Services. If a submission includes a classroom kit or library with multiple copies of the same materials, a sampler may be created with only **one** copy of each of the items. All samples must be plainly identified as sample copies and marked on the outside front cover of bid submissions. **No hard copy samples to selected sites shall be received prior to June 1<sup>st</sup> or later than June 5<sup>th</sup>.**

Publishers must use the information below on the shipping label for textbook listings.

#### **SELECTED SITES BID SAMPLES**

Submitted for and on the behalf of

\_\_\_\_\_ (Publisher)

2020 North Carolina Adoption

\*DPI Identification Number/ISBN

\*Grade Level/Course Title

**Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.**

Shipping labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label shown above must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

### **Technology- based programs/non- print samples**

Each technology-based program or other non-print sample must be listed on a document and each must include the label information described above and appropriate working links with explicit details of how to access, login and navigate the sample. It is the responsibility of the publisher to ensure links and login information work at all times through October 30, 2020.

ALL inquiries regarding directions for packing and shipping must be directed to:

Dr. Carmella Fair  
NC Department of Public Instruction  
Instructional Resource Consultant  
Division of Digital Teaching and Learning  
Textbook Adoption Services  
Telephone: (919) 807-3214  
nctextbooks@dpi.nc.gov

**\* Publishers are responsible for marking each bid submission with the DPI identification number assigned by the North Carolina Department of Public**

**Instruction, the ISBN and grade level/course title.** The identification numbers will be provided to the publisher upon email request by the stated deadline. **NOTE: The identification number, ISBN, and grade level/course title are required for all submission types.**

**DPI Official  
Bid Samples**

**The DPI official bid samples (i.e., DPI Official Sample Copy) are due no earlier than June 1<sup>st</sup> or later than June 5<sup>th</sup>.** DPI official bid samples must include all bid items listed on the Cost Proposal spreadsheet. If a sample contains multiple copies of the same item, one copy may be sent as the official sample copy. Each sample shall be sent to the Textbook Warehouse and labeled as follows:

<p align="center"><b>DPI OFFICIAL SAMPLE COPY</b> Submitted for and on the behalf of _____ (Publisher) 2020 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p>
--

**Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.**

Shipping labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

**Technology-  
based  
programs/non  
-print samples**

Each technology-based program or other non-print sample must be listed on a document and each must include the label information described above and appropriate working links with explicit details of how to access, login and navigate the sample. It is the responsibility of the publisher to ensure links and login information work at all times through October 30, 2020.

Mailing boxes shall be accurately marked on the outside of each box. **DO NOT SEND unmarked boxes.**

Send DPI official bid samples to:

Drew Fairchild  
Textbook Warehouse  
3905 Reedy Creek Road  
Raleigh, NC 27607

**PLEASE NOTE: ONLY THE DPI OFFICIAL BID SAMPLES** are to be sent to the above address for the Textbook Warehouse.

ALL inquiries regarding directions for packing and shipping must be directed to:

Dr. Carmella Fair  
NC Department of Public Instruction  
Instructional Resource Consultant  
Division of Digital Teaching and Learning  
Textbook Adoption Services  
Telephone: (919) 807-3214  
nctextbooks@dpi.nc.gov

**Form B** must be completed and attached to the DPI Official Sample Copy for each component of textbook materials submitted as a single title or as a part of a comprehensive program. North Carolina employs the standards for textbooks as prescribed in the *Manufacturing Standards and Specifications for Textbooks* developed by the State Instructional Materials Review Association (SIMRA), formerly known as the National Association of State Textbook Administrators (NASTA). (See Attachment 5.)

**Form M** shall be completed for all technology-based programs and other non-print materials. Technology-based program components that accompany the student edition may consist of software and/or hardware. (See Attachment 6.)

**FORM B and M** (Manufacturing Specifications) must be included with the official sample copy and an original signature must be used on FORM B and on Form M for the official sample copy.

**Student  
Editions,  
Technology  
Components,  
and  
Electronic  
Files**

**Once a textbook is adopted**, three additional student editions of each SBE-adopted bid item must be submitted (for print submissions) according to the schedule set by the North Carolina Department of Public Instruction and labeled as follows:

<p><b>DPI OFFICIAL SAMPLE COPY</b> Submitted for and on the behalf of _____(Publisher) 2020 North Carolina Adoption * DPI Identification Number/ISBN *Grade Level/Course Title</p>
--

**Maximum Weight of Sample Boxes - 25 lbs. ISBN must be identical to bid submissions.**

Shipping Labels may be reproduced as is or on other computer compatible labels at least 1 1/2" x 4". All information on sample label must be included. Affix labels to the side of shipping box so it can be seen if boxes are stacked.

Send three additional student editions (for print submissions) according to the schedule set by the North Carolina Department of Public Instruction to:

Drew Fairchild  
Textbook Warehouse  
3905 Reedy Creek Road  
Raleigh, NC 27607

Publishers of SBE-adopted textbook materials shall provide **electronic files** as specified in the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. (Attachment 7). Publishers shall grant permission to the State to have adopted textbook materials transcribed into braille, large type and audiotape without penalty or royalty. Electronic files may also be copied and distributed to a school district upon request for instructional use with a student with disabilities who requires the use of electronic textbook materials, pursuant to an individualized plan developed for the student under the Americans with Disabilities Act, or the Individuals with Disabilities Education Act.

Required electronic files for **adopted textbook materials** must be submitted by November 6, 2020 to:

Judy Blount  
North Carolina Textbook Warehouse  
3905 Reedy Creek Road  
Raleigh, NC 27607

**NOTE:** If you send electronic files to NIMAS, please notify, by sending an email to: (judy.blount@dpi.nc.gov) at the Textbook Warehouse and (nctextbooks@dpi.nc.gov).

## EVALUATION, DELIBERATION, AND RECONSIDERATION

### Evaluation Displays (Required)

Publishers must set up textbook materials at the evaluation location and must check in at the textbook evaluation registration area.

**Publishers, not hotel personnel, are responsible for having materials and hardware on site and set up between 9:00 a.m. until 12:00 p.m. (noon) (EST) on Monday, July 6<sup>th</sup>. Prior arrangements must be made with hotel management before any shipments will be accepted by the hotel. No shipments may be sent more than three days prior to July 6<sup>th</sup>.**

Oversized displays are not allowed due to limited space. The materials should be easily located and displayed on tabletops only. Banners may be used if the banner includes company name only. Only bid materials may be displayed – no candy, catalogs, price lists, or address information may be included on the display table. **Publishers are responsible for labeling all items or access information lists on display with the appropriate bid number. Contact information for technical support must be provided during check-in with NCDPI staff at the evaluation site. Publishers who do not have materials and hardware set up and checked in by a Textbook Commission member may be disqualified.**

The North Carolina Department of Public Instruction and the Textbook Commission shall provide space to display submitted materials. Tables will be assigned.

Each publisher participating in the evaluation and adoption process shall provide and set up:

1. Two copies of all materials that are listed on the Cost Proposal spreadsheet. If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and it will be deleted from the Cost Proposal spreadsheet. If the omitted item is deemed substantial, the entire bid **submission may be disqualified** by the Textbook Commission.
2. Two sets per category of all appropriate equipment to demonstrate submitted materials. It is the responsibility of the publisher to arrange equipment and internet access for technology-based items. **Electrical requirements are the responsibility of the publisher. Please contact the hotel directly.**
3. Two copies of appropriate correlations are required. **If two correlations are not available, materials may be disqualified.** If multiple items are part of a bid submission and an item is not available for review, **that item will be omitted** from the evaluation process and will no longer be considered. If the omitted item is deemed substantial, the entire bid submission **may be disqualified** by the Textbook Commission.

**Correlations to the North Carolina Standard Course of Study for Mathematics and Career and Technical Education are required for each submission and must be accompanied with all bid materials at the evaluation site.** It is the publisher's responsibility to ensure the accuracy of the correlations. Publishers who submit inaccurate correlations may be disqualified. The correlations are used by advisors, Commission members, and other educators and should be worded appropriately.

**NOTE: At no time during display set-up or breakdown shall publishers discuss bid submissions, materials, process, voting, or feedback with Textbook Commission members or advisors who may be on the premises. Questions concerning the displays may be directed to the North Carolina Department of Public Instruction staff.**

At the evaluation site, a screening committee appointed by the Textbook Commission Chairperson will examine materials in the displays to determine if submissions are in compliance with terms of the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. **It is the responsibility of the publisher to ensure that submissions are complete, that all items listed on the Cost Proposal spreadsheet are displayed for evaluation and displays are labeled appropriately.** The Textbook Commission assumes no responsibility for assuring that all bid items are displayed.

**Publishers are responsible for labeling all items on display with the appropriate bid number. Publishers who do not have materials and hardware set up and checked in by a Textbook Commission member may be disqualified.**

Bid submissions not in compliance with the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* will be removed from the display and the submission may be disqualified from consideration.

**Publishers  
Presentations**

**Before leaving display areas, publishers are responsible for following Textbook Commission checkout procedures.**

Publishers will present to Textbook Commission members. There will be no question/answer session during the presentation. Presentation schedules will be emailed to publishers.

**NOTE:** No prices shall be displayed or distributed during the publisher presentation. Any materials distributed during the presentation must be taken up at the conclusion of the presentation.

<b>Evaluation of Textbook Materials</b>	The Textbook Commission members and Advisors will evaluate all submitted materials using the criteria sheets included in this document for each grade level/course.
<b>Display Removal (Required)</b>	Publishers will take down displays, box materials, and remove equipment <b>between 2:00 p.m. and 4:00 p.m. (EST) on the designated date.</b> Materials and equipment left after 4:00 p.m. (EST) on the designated date will be removed and disposed of at publisher's expense. <b>Publishers must make independent computer rental companies aware of this policy before leaving the evaluation location.</b>
<b>Deliberations and Publisher Reconsideration</b>	<p>The Textbook Commission will meet to formulate a list of textbooks to be recommended to the State Board of Education. A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. The following outlines the deliberations and reconsideration process.</p> <ol style="list-style-type: none"> <li>1. The Textbook Commission shall meet to deliberate recommendations to be presented to the State Board of Education.</li> <li>2. At the conclusion of deliberations, each publisher whose submission(s) have not been recommended will have the opportunity to provide clarification on, without changing, submitted information that might assist the Textbook Commission in re-assessing its recommendation. This clarification information shall be presented verbally to the Commission and may include the use of any equipment, materials, or handouts needed to demonstrate the information. If publishers need more clarification about the reconsideration process, the Textbook Commission will advise those who wish to be heard about the format for the verbal presentation. After hearing the clarification information, the Textbook Commission votes to recommend/not recommend the submission(s), and advises the publisher immediately of the decision. Documentation by the Commission, citing reasons of the decision, will accompany reports of "not recommended" titles. <b>Failure of a publisher to appear at the Textbook Commission Deliberations meeting and make a verbal appeal for reconsideration shall prohibit the publisher from taking part in the Reconsideration process.</b></li> <li>3. All submitting publishers shall be notified by the North Carolina Department of Public Instruction within two weeks after the Deliberations and Reconsideration process of the recommendations to the State Board of Education.</li> <li>4. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.</li> <li>5. All adoption decisions made by the State Board of Education shall be final.</li> </ol>

## STATE BOARD OF EDUCATION TEXTBOOK MATERIAL RECOMMENDATIONS AND CONTRACT REQUIREMENTS

**Textbooks recommended to SBE** The Commission Chair and State Textbook Director present the list of recommended materials for the 2020 Textbook Adoption to the State Board of Education.

The State Board of Education will determine which contracts will be awarded at the State Board meeting. Bid submissions will be adopted and contracts awarded by the State Board based upon the:

- Recommendations of the Textbook Commission,
- Conformity with the requirements for submission of materials and proposed contract contained herein,
- Conformity with the *North Carolina Standard Course of Study*,
- Price, and
- Needs of the public schools.

**Reservations of Rights** The State Board of Education reserves the right to reject any and all bids, to waive any formality in bids, and unless otherwise specified, to accept any item in the bid.

**A publisher may withdraw from consideration of bid submission at any time prior to evaluation of materials.** A letter of withdrawal shall be submitted to the Textbook Adoptions Services addressed to the attention of:

Dr. Carmella Fair  
NC Department of Public Instruction  
Instructional Resource Consultant  
Division of Digital Teaching and Learning  
Textbook Adoption Services  
6307 Mail Service Center  
Raleigh, NC 27699-6307

An officer of the submitting company shall sign any letter of withdrawal.

**Contract Terms** All contracts awarded will be similar to the sample contract (Attachment 1). The State Board of Education reserves the right to amend, delete, or add items to the contract if it deems this appropriate and necessary.

Current textbook contracts, which list materials being submitted in the current adoption, will be valid, and prices will remain in effect until contract expiration. (Attachment 1), Textbook Contract, Part VII (20), Continuations of Rights.

Upon adoption of the textbooks at the State Board meeting, all sales will be handled through the Textbook Warehouse. Contracts are in effect for five years and may be extended for additional years as outlined in textbook general statutes.



<b>Delivery</b>	<i>Time of Delivery:</i> If the seller fails to deliver state-adopted materials within forty-five (45) calendar days of the date an order is placed by the State Board, fines will be assessed at the rate of \$100.00 per day per title for each day's delay in the receipt of materials. See Part V (15) of contract (Attachment 1).
<b>Substitutions</b>	<i>Revised or Later Copyrighted Editions:</i> The seller shall not submit for substitution without prior written approval of the Textbook Adoption Director. The primary criterion for approval of a substitution is that the two editions may be used in the same classroom without undue inconvenience or disruption to the teacher or students.
<b>Classroom and IHE Teacher Editions</b>	<p>Publishers awarded contracts will be required to provide, at no cost, one teacher edition for each adopted textbook for each teacher using that textbook in the classroom (Attachment 1 - PART II (3)).</p> <p><i>Colleges with Teacher Education Programs:</i> One teacher edition for each adopted textbook shall be provided to each college with a teacher education department approved by the North Carolina Department of Public Instruction. If no teacher edition is available, then a student edition shall be provided to each college with a teacher education department (Attachment 1 - PART II (3)).</p>
<b>Contracts and Surety Bond</b>	<p><i>Surety Bond Required:</i> A surety bond in the amount of <b>\$3,000.00 for each adopted submission</b> will be required as indicated in Part II, Section 7 of the North Carolina State Board of Education Textbook Contract and in §115C – 89 (Attachment 2).</p> <p>Publishers submit contracts and surety bonds (Attachments 1 and 2) to Barbara Littauer at NCDPI, Procurement Office by date communicated in a letter to publishers who have materials on the adopted list.</p>
<b>Signed Affidavit</b>	Publisher's signed affidavit due to Barbara Littauer at NCDPI, Procurement Office certifying that all materials shipped to North Carolina have been thoroughly examined and are error free (Attachment 8) by date communicated in a letter to publishers who have materials on the adopted list.

## **SAMPLING PROMOTION OF TEXTBOOKS/PROGRAMS**

Neither sampling nor promotion of textbooks/programs under consideration for adoption by the Textbook Commission and State Board of Education shall be made from the date the State Board approves and issues the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* at its State Board of Education meeting until the day after the Textbook Commission's evaluation sessions with the Textbook Advisors.

Promotion shall include displays at conferences, sponsored workshops/seminars, or other similar activities in North Carolina at which materials under consideration are discussed.

Only official samples for review and evaluation shall be distributed as described in the *2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* during that time period.

## **PUBLISHER CONTACT WITH STATE BOARD OF EDUCATION AND TEXTBOOK COMMISSION**

Prior to award of contracts, publishers, either directly or indirectly, through any officer, agent, employee or representative, shall not contact any officer, agent, employee or representative of the State Board of Education, the Department of Public Instruction, or the Textbook Commission for the purpose of influencing or attempting to influence the evaluation or adoption of its textbooks/programs. The following outlines publisher contact with State Board of Education and Textbook Commission members:

1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for evaluation and adoption of textbooks.
2. At no time during the evaluation and adoption process (from the time the State Board approves the call letter until the State Board adopts the recommended list of textbooks) may the Commission or any of its members meet privately with any publisher's representatives.
3. The State Superintendent of Public Instruction shall remove any publisher from the NC Publishers Register whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the staff of the Department of Public Instruction.
4. The State Board of Education shall direct the State Superintendent of Public Instruction to remove from the NC Publishers Registry any publisher whose representatives attempt to exercise "undue pressure" of any form upon a member of the State Board of Education to adopt its books.

For purposes of restrictions, "undue pressure" means personal contact (other than with the Director of Operations and Policy of the State Board of Education or the State Textbook Administrator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration. (SBE Policy TEXT-006)

## **ERRORS IN TEXTBOOK MATERIALS**

The publisher is responsible for identifying and correcting all errors including those deemed to be significant, factual, or typographical by the SBE, DPI, local boards of education or any of their officials, employees or agents.

Publishers must submit an affidavit stating that the textbook materials submitted for adoption have been proofed for factual and typographical errors and to the best of their knowledge the submissions are error free (Attachment 8).

The sample SBE Textbook Contract outlines specific requirements for monitoring and correcting errors in textbook materials (Attachment 1).

## **Mathematics**

### **Standards Overview**

The organization of the NC Mathematics standards provides an opportunity for algebra skills to be used every year by continuing the integrated courses from K-8 through the first 3 math courses in high school. This integrated organization of standards provides for advanced work in mathematics without isolating students' ability to think more deeply about mathematics and how it relates to the world around them. The *Standards for Mathematical Practice* (SMP) continue to be included as the foundation for reasoning mathematically in all grades. Their inclusion in each grade and course emphasizes the importance of providing opportunities throughout ALL content standards for students to analyze, argue, model, and problem solve in meaningful ways.

Modeling with mathematics also remains an integral part of all grades, including the high school courses, in all content domains. While modeling with mathematics is the fourth SMP, we use the definition from The Consortium for Mathematics and its Applications (COMAP) and the Society for Industrial and Applied Mathematics (SIAM) to detail more specifically the process of mathematical modeling that the Standards for Mathematical Practice bring to the content standards:

Mathematical modeling is a process that uses mathematics to represent, analyze, make predictions or otherwise provide insight into real-world phenomena.

(Guidelines for Assessment and Instruction in Mathematical Modeling Education (GAIMME), 2015)

Mathematical modeling is the way students connect the mathematical content they are learning to the real world in which they live. The vision for mathematics education in North Carolina is to ensure North Carolina students have mathematical understanding at or above the level of their national and international peers, ensuring that they are life, college and career ready.

### **Elementary School Mathematics**

Students in **Kindergarten** develop an understanding between numbers and quantities, and count to answer “How many?” They begin to develop an understanding of single-digit addition and subtraction based on subitizing. Students develop meanings for addition and subtraction as they encounter problem situations in Kindergarten, and they extend these meanings as they encounter increasingly difficult problem situations subsequent grades. In **grades 3-5**, students focus on understanding the meaning and properties of multiplication and division, and they extend these meanings as they encounter increasingly difficult problem situations. Developing an understanding of the properties of place value and the base ten number system is fundamental in elementary school. Students begin to develop an understanding of addition and subtraction using place value properties. As students progress they begin to use place value understanding to develop fluency with procedures and to solve problems by selecting and applying appropriate methods. Students also begin building a foundational understanding of fractions by partitioning circles and rectangles into equal shares which builds to an understanding of fractions as numbers. They develop an understanding of equivalence and begin to apply this understanding to compare quantities. Using models, student develop an understanding of the algorithms for adding, subtracting and multiplying fractions. Students learn to describe and compare measureable attributes, as well as, estimating and measuring in length units and comparing lengths. Students start to solve real-world problems using customary and metric units of measurement finding the

areas, perimeter and volume of geometric shapes. In elementary school, students work with categorical and numerical data, answering simple questions regarding the data in graphs. Students pose questions, collect and analyze data, generate appropriate mathematical representations, and interpret the data to answer questions. In geometry, students begin to identify and compose shapes. They develop an understanding of measurable attributes to describes shapes. Students understand that geometric figures can be described, analyzed, compared, and classified based on their properties, such as the presence or absence of parallel or perpendicular sides, angle measures, and symmetry. Students also begin to graph points in the first quadrant of a coordinate plane, and identify and interpret the x- and y-coordinates to solve problems. The concepts that students engage in during elementary school are fundamental to the work they will do in subsequent grades.

### **Middle School Mathematics**

In middle school mathematics, students continue to build upon numerical concepts and skills learned in elementary grades. The development of fluency skills with numerical expressions and eventually simple algebraic expressions is a vital part of the middle grades standards. The development of formalized algebraic skills begins in **6<sup>th</sup> grade** with the application of numerical concepts to algebraic expressions and reasoning with one-variable equations. Statistical Thinking through the study of statistics and probability will also begin in 6<sup>th</sup> grade and continue into all the High School Courses. Lastly, one vital area of emphasis in 6<sup>th</sup> grade is the introduction of ratios and the relationship between equivalent ratios. Work with ratios will continue into **7<sup>th</sup> grade** and be explored in depth to build understanding for the concepts associated with proportional reasoning, a major connection to the study of functions. **8<sup>th</sup> grade** serves as the final year of pre-algebraic exploration. Students study the characteristics of linear and non-linear functions as they begin to see how patterns of data, in some cases, can be modeled with a linear relationship. The integration of concepts from statistics & probability and geometry continue into the high school courses.

### **High School Mathematics**

The goal of NC High School Mathematics is for students to develop a thorough understanding of the characteristics and behaviors of specific families of functions. There is a great deal of emphasis on the application and understanding of functions in the high school mathematics standards.

**NC Math 1** includes the study of linear, exponential and quadratic functions; extending from the work in middle school where proportional reasoning skills were emphasized along with an introduction of the concept of a function. NC Math 1 students apply and extend their understandings of functions from grade 8 to the formal definition of a function and the use of function notation when expressing functions symbolically. The Algebra, Geometry and Statistics & Probability standards also support the study of functions in NC Math 1.

In **NC Math 2**, quadratic, square root and inverse variation function families are added to the study of functions along with the more complex algebra skills to support working with more advanced algebraic expressions. NC Math 2 is also where students begin to apply transformational geometry learned in the middle grades to the study of functions. Geometric reasoning and proof are also emphasized in NC Math 2 as students focus on the study of triangles and their relationship to other planar figures.

In **NC Math 3** capstones the required standard mathematics progression with the study of more complex function families and geometric modeling as an application of concepts learned in previous years from number sense, algebra, functions and geometry.

Finally, on August 8, 2019, the State Board of Education unanimously approved the proposed mathematics content standards for 4th Level Mathematics Courses- Discrete Mathematics for Computer Science, NC Math 4 and Precalculus. These courses are designed to prepare students for any entry level post-secondary mathematics course. They are equal in rigor and designed to meet different student pathways into post-secondary education.

The purpose of **Discrete Mathematics for Computer Science** is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory.

The primary focus of **NC Math 4** is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions.

The purpose of **Precalculus** is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course.

## Instructional Materials Review Criteria Sheet - Mathematics Grades 9-12

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### Indicate Appropriate Course:

NC Math 1

NC Math 2

NC Math 3

Discrete Mathematics for  
Computer Science

NC Math 4

Precalculus

### PART I CONTENT

**Compatibility with the North Carolina Curriculum for Mathematics in the North Carolina Standard Course of Study (NCSCOS).** *In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended.*

**Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.**

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>80%</b> of the instructional objectives for the course/grade/media in the NCSCOS.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the curriculum's philosophy, values, and goals.		
<b>Documentation for PART I CONTENT</b>		

### PART II PEDAGOGY

If three (3) criteria are answered no in Part II, do not complete parts III and IV.

	<i>Yes</i>	<i>No</i>
A. There is an appropriate balance of skill development, conceptual understanding, and mathematical practices.		
B. Mathematical concepts are connected and interwoven across strands instead of studied in isolation.		
C. Mathematical concepts are presented in depth and with increasing sophistication across grades.		
D. Materials have contextual problems that engage students and give rise to further exploration of mathematical concepts and include strategies and activities that are engaging and provide real world, relevant connections.		
E. Instructional materials help teachers create a classroom that encourages high expectations for all		



	students, enables all students to experience success, provides all students the opportunity for meaningful participation, and provides students with opportunities to manage their own learning.		
F.	Instructional materials emphasize the use of manipulatives to visualize concepts, acquire and analyze information, communicate solutions and provide a balanced approach to assessment (formative and summative).		
G.	Instructional materials (including lessons and assessments) include activities for all three stages of hands-on learning (concrete, representational, and abstract).		
H.	Instructional materials emphasize the use of technology to visualize concepts, acquire and analyze information, communicate solutions and provide a balanced approach to assessment (formative and summative).		
I.	Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies and provide students with opportunities to manage their own learning.		
J.	Instructional materials encourage application of higher-order thinking skills; promote critical thinking, communication, collaboration, and/or creativity; provide real world, relevant connections.		
K.	Instructional materials (including assessments) promote student inquiry, reflection, critical thinking, and problem solving.		
L.	Instructional materials require students to use inductive and deductive reasoning through questioning, conjecturing, explaining, and justifying.		
M.	Instructional materials are age appropriate, provide opportunities for personalization based on mathematical abilities, interests, learning styles, and use of language.		
N.	Instructional materials provide a rich source of experiences (problems, exercises, tasks, and assessments) in a variety of contexts that integrate multiple thinking skills.		
O.	Information is provided regarding what students might already know about mathematical ideas including common misconceptions that instruction should address.		
P.	Multiple forms of assessment tools (including performance tasks, open-ended questions, etc.) are provided for assessing student understanding at all stages of learning.		
Q.	Instructional materials include various assessment formats in order to inform instructional decision-making (before, during, and after instruction).		
R.	Instructional materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize mathematical ideas.		

#### Documentation for PART II PEDAGOGY

### PART III ACCESSIBILITY

Please provide evidence of the following:

<b>A. Accuracy</b>		<b>Yes</b>	<b>No</b>
1.	Material is error-free, current, uses correct grammar, spelling, and sentence structure. (This includes text, maps, charts, timelines, demographics, statistics, photos, etc.) Material does not contain outdated material.		
2.	Material is presented factually and objectively, representing a diverse balance of cultural, ethnic, racial, gender, and handicapped groups. (This includes text, photos, graphics, etc.)		

<b>B. Appropriateness</b>		<b>Yes</b>	<b>No</b>
1.	Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2.	Instructional materials include strategies and activities that are engaging and that activate or supply prior knowledge.		
3.	Materials provide for a variety of exercises, reviews, assessments, performance tasks, etc., which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4.	Format is visually appealing and not distracting from content; Features or text/layout are level appropriate and enhance learning.		

<b>C. Scope</b>		<b>Yes</b>	<b>No</b>
1.	Material presents information in sufficient depth and breadth to cover adequately course content in a logical manner to address grade level expectations.		
2.	Material includes necessary guides such as a table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, support agencies etc.		
3.	Key concepts, skills, vocabulary are identified, developed, reviews, and reinforced.		

<b>D. Teacher Resources</b>		<b>Yes</b>	<b>No</b>
1.	Instructional materials include teacher resources, which provide information and opportunities for teachers to increase their own understanding of the subject specific concepts and structures for teachers to navigate and search for resources easily.		
2.	Adequate teacher resources, which include suggestions for intervention, scaffolding, acceleration, extension of learning, integration, feedback, and review.		
3.	Materials should include summary of material contents, provide instruction and/or behavioral objectives (observable outcomes that students will demonstrate at the end of a lesson), supplemental or background information and answer keys/rubrics.		
4.	User navigation of resources is easy to learn; Content structure is logical, well organized, comprehensive, durable and reasonably sized, with sufficient material for student use.		
5.	Resources should accommodate the needs of both a first-year teacher and the veteran teacher.		

<b>E. Technology</b>		<b>Yes</b>	<b>No</b>
1.	Technology should meet all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included. Print resources are available or may be converted to specialized formats for accessibility.		
2.	Digital content can be assessed on various devices and Internet browsers. Digital resources are accessible.		
3.	Technology features include accessibility options to enable all users equivalent access.		
4.	The technology resource design contains motivational elements to engage students, appropriate visual and auditory elements, and provides an intuitive user interface.		
5.	There are robust digital resources for student learning, practice and assessment.		
6.	Digital materials provide opportunities for meaningful, interactive experiences.		
7.	Digital materials provide content supports for teachers to further develop expertise.		

#### Documentation for PART III ACCESSIBILITY

#### PART IV Overall Analysis: (For Textbook Commission Use Only)

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART IV:** *Comments that further describe standards for yes or no responses in Parts I, II, or III.*

## MATHEMATICS : EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

TEXTBOOK MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

*Answer "yes" to indicate the textbook materials meet the criteria or answer "no" to indicate the textbook materials do not meet the criteria.*

<b>Appropriateness, Scope, and Resources</b>	<b>Yes</b>	<b>No</b>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to and builds on student prior knowledge, contains multisensory strategies, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats, and that promote opportunities for two-way and in-depth student discourse about math (not just procedures).		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, review, and include examples that foster in-depth understanding of math that are clearly evident throughout.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, and contain sufficient material for student use.		
10. Resources accommodate the needs of beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

**Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.**

**Documentation for yes and no responses:**

## MATHEMATICS: EL EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

TEXTBOOK MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

*Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.*

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

**Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both the yes and no responses.**

**Documentation for yes and no responses:**

## **Career and Technical Education**

### **Standards Overview**

All Career and Technical Education (CTE) courses align to the Career Clusters™ Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. These standards prepare students for success in a broad range of occupations/career specialties.

#### **16 Career Clusters™**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Courses are organized among Program Areas. The Program Areas allow students to explore a range of options for their future- inside and outside the classroom. CTE is a unique opportunity for hands on learning and skills and confidence development.

#### **Program Areas**

- Agriculture Education
- Business, Finance, and Marketing Education
- Computer Science and Information Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade, Technology, Engineering, and Industrial Education

All CTE courses offer work-based learning opportunities for students in the settings of career awareness, career exploration, and career preparation. The types of work-based learning include apprenticeship, business/industry field trip, cooperative education, entrepreneurial experiences, internship, job shadowing, mentoring, school-based enterprise, and service learning. Career Development services are included for CTE students to include career development, preparatory services, and transition services. Meeting the goal to provide a career and college ready NC

workforce through the K-12 pipeline, CTE will provide a consistent and ‘common language’ for identification of essential employability skills. These skills are communication, ethics, problem solving, professionalism, resource management, and teamwork.

Career and Technical Students Organizations (CTSOs) are an integral part of the CTE courses. The CTSOs available are DECA (An Association for Marketing Education Students), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA-Future Health Professionals, National FFA Organization, SkillsUSA, and Technology Student Association (TSA).

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area or Career Pathway(s): Agricultural Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

- |   |  |
|---|--|
| <p>___ <b>AS31</b> Agricultural Mechanics I</p> <p>___ <b>AS32</b> Agricultural Mechanics II</p> <p>___ <b>AU10</b> Agriscience Applications</p> <p>___ <b>AA21</b> Animal Science I</p> <p>___ <b>AA22</b> Animal Science II</p> <p>___ <b>AA23</b> Animal Science II: Small Animal</p> <p>___ <b>AA31</b> Equine Science I</p> <p>___ <b>AA32</b> Equine Science II</p> | <p>___ <b>AP41</b> Horticulture I</p> <p>___ <b>AP42</b> Horticulture II</p> <p>___ <b>AP44</b> Horticulture II: Landscaping</p> <p>___ <b>AP43</b> Horticulture II: Turfgrass Management</p> <p>___ <b>AN51</b> Natural Resources I</p> <p>___ <b>AN52</b> Natural Resources II</p> |
|---|--|

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT:</b>		

**PART II: PEDAGOGY**

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>		<b>Yes</b>	<b>No</b>
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>			
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>			
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>			
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>			



**PART IV: TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>		<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>			
1.	Information is error-free and current.		
2.	There is an objective, balanced presentation of content.		
3.	Correct use of grammar, spelling, and sentence structure is present.		
4.	Links to related websites and resources provide relevant, authentic, and appropriate content.		
5.	Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>			
1.	Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2.	Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>			
1.	Information is sufficient in scope and adequately covers the topic for the intended audience.		
2.	There is a clear organization of content.		
<b>Technical Aspects</b>			
<b>A. Navigation</b>			
1.	Information retrieval is easy and rapid.		
2.	Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>			
1.	Graphic design is attractive, colorful, and uncluttered.		
2.	All visuals are clearly labeled and relevant to the content.		
3.	Presentation of information addresses multiple learning styles when appropriate.		
4.	A variety of student learning activities is provided.		
5.	Appropriate and supportive feedback is provided.		
6.	Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>			
1.	Save feature for search results is available.		
2.	Save options for activities in progress are available.		
3.	Note-taking feature is available.		
4.	A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>			
<b>A. Technical Information</b>			
1.	Descriptions of specific hardware requirements for operating the application are provided.		
2.	Instructions for installation and operation are provided.		
3.	A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>			
1.	Descriptions of target audience and content are provided.		
2.	Suggestions for classroom use, lesson plans, and related activities are provided.		
3.	Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>			

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area or Career Pathway(s): Business, Finance, and Marketing Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

- |   |  |
|---|--|
| ___ <b>BA10</b> Accounting I            | ___ <b>MA52</b> Marketing Applications |
| ___ <b>BA20</b> Accounting II           | ___ <b>BF21</b> Financial Planning I   |
| ___ <b>BB30</b> Business Law            | ___ <b>BF22</b> Financial Planning II  |
| ___ <b>BB40</b> Business Management I   |  |
| ___ <b>BB42</b> Business Management II  |  |
| ___ <b>ME11</b> Entrepreneurship I      |  |
| ___ <b>ME12</b> Entrepreneurship II     |  |
| ___ <b>MI21</b> Fashion Merchandising   |  |
| ___ <b>MH42</b> Hospitality and Tourism |  |
| ___ <b>MM51</b> Marketing               |  |

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II: PEDAGOGY**

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		

B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected future technology and applications for business, entrepreneurship, finance, management and marketing (including but not limited to, digital marketing, social media, e-tailing, artificial intelligence, cybersecurity, etc.)		
H. Content includes global perspectives for respective subject matter.		
I. Content includes ethics topics as it relates to subject matter.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>	<i>Yes</i>	<i>No</i>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		

3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

**Documentation for PART III ACCESSIBILITY**

**PART IV: TECHNOLOGY (*If applicable.*)**

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options are provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		

2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_**yes** \_\_\_\_ **no**.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area or Career Pathway(s): Business, Finance, and Marketing Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

**Indicate Appropriate Course:**  
 \_\_\_\_ CC45 Career Management

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I: CONTENT

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT:</b> (Use extra sheets if necessary.)		

### PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content engages student in activities for understanding their own personal social development while building and maintaining positive self-concept, respecting diversity, and balancing personal, leisure, community, learner, family and work roles.		
H. Content engages student in understanding the impact of their individual educational achievement and lifelong learning experiences to enhance their ability to function effectively in a diverse and changing economy.		
I. Content engages students in understanding and developing their own career plan through decision making process, and mastering academic, occupational and essential employability skills in order to obtain, create, maintain and/or advance your employment		

J. Content engages student in activities, self-reflection, and assessments for the understanding of their personal values, interests, personalities, and skills.		
<b>Documentation for PART II: PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III: ACCESSIBILITY</b> <i>(Use extra sheets, if necessary.)</i>		



**PART IV: Technology (If applicable.)**

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV: Technology</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV***

Instructional Materials Review Criteria Sheet – Career and Technical Education  
Program Area or Career Pathway: Computer Science and Information Technology Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER’S SBE DISTRICT \_\_\_\_\_

Indicate Appropriate Course:

- ☐ II31 Adobe Visual Design
- ☐ II32 Adobe Digital Design
- ☐ II33 Adobe Video Design
- ☐ II21 Computer Engineering I
- ☐ II22 Computer Engineering II
- ☐ BN20 Network Administration I
- ☐ BN22 Network Administration II

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina *Career and Technical Education Essential Standards*  
*In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected technologies in the Computer Science and IT related industries (including but not limited to, computer hardware, software, programming languages, networks, network security, video production, and office productivity.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
1. Presentation of content provides for students’ cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students’ prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance		

tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV: TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		

2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_**yes** \_\_\_\_ **no**.

<p><b>Documentation for PART V:</b> <i>Comments that further describe standards for Yes or No in Parts I, II, III, or IV.</i></p>
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Instructional Materials Review Criteria Sheet – Career and Technical Education  
Program Area or Career Pathway(s): Family and Consumer Sciences Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER’S SBE DISTRICT \_\_\_\_\_

- Indicate Appropriate Course:
- \_\_\_ FH10 Culinary Arts and Hospitality I
  - \_\_\_ FH13 Culinary Arts and Hospitality III
  - \_\_\_ FC11 Principles of Family and Human Services
  - \_\_\_ FA31 Apparel and Textile Production I

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.

	Yes	No
A. Materials present the main concepts that support a minimum of 50% of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
Documentation for PART I CONTENT		

PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III: ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
B. Appropriateness		
1. Presentation of content provides for students’ cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students’ prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are		

present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
Materials are organized appropriately for content.		
<b>3.</b> Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
<b>5.</b> Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
A resource list provides websites, literature links, and support agencies.		
<b>7.</b> An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY***(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		

1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_\_ **yes** \_\_\_\_\_ **no**.

<p><b>Documentation for PART V:</b> <i>Comments that further describe standards for yes or no in Parts I, II, III, or IV.</i></p>
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# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area or Career Pathway(s): Health Science Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

Indicate Appropriate Course:

\_\_\_ HU05 Exploring Healthcare  
 \_\_\_ HU40 Health Science I  
 \_\_\_ HB11 Biomedical Technology

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I: CONTENT

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

### PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects interrelationship between Greek & Latin prefixes, roots, and suffixes to <a href="#">Advance CTE</a> Health Science career specialties for Therapeutic Services, Diagnostic Services, and Biotechnology pathways.		
H. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		
I. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		

J. Content reflects most recent industry standards for Healthcare professionals.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

### Documentation for PART III ACCESSIBILITY

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

This textbook/program is **acceptable** \_\_\_\_\_.

This textbook/program is **not acceptable** \_\_\_\_\_.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area or Career Pathway(s): Technology, Trade, Engineering, and Industrial Education:**  
**Collision Repair Career Pathway (COLL)**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ IT30 Collision Repair Fundamentals

\_\_\_ IT32 Collision Repair II Non-Structural

\_\_\_ IT31 Collision Repair I

\_\_\_ IT33 Collision Repair II Refinishing

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content, activities and materials align and support course credential(s). IT32: I-CAR Platinum Non-Structural Technician IT33: I-CAR Platinum Refinish Technician		
D. Content, activities and materials prepares students for industry recognized credentials.		
E. Content, activities, and materials support and meet the programs accreditation requirements.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

<b>Documentation for PART III ACCESSIBILITY</b>
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**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***



**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area or Career Pathway(s): Technology, Trade, Engineering, and Industrial Education:**  
**Carpentry Career Pathway, Drafting Architectural Career Pathway, Electrical Trades Career Pathway,**  
**HVAC/R Career Pathway, Masonry Career Pathway, and Plumbing**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

- |  |  |
|--|--|
| <input type="checkbox"/> IC00 Construction Core            | <input type="checkbox"/> IL55 HVAC/R I     |
| <input type="checkbox"/> IC11 Masonry I                    | <input type="checkbox"/> IL56 HVAC/R II    |
| <input type="checkbox"/> IC41 Electrical Trades I          | <input type="checkbox"/> IL57 HVAC/R III   |
| <input type="checkbox"/> IC42 Electrical Trades II         | <input type="checkbox"/> IL58 Plumbing I   |
| <input type="checkbox"/> IC43 Electrical Trades III        | <input type="checkbox"/> IL59 Plumbing II  |
| <input type="checkbox"/> IC61 Drafting I                   | <input type="checkbox"/> IL60 Plumbing III |
| <input type="checkbox"/> IC62 Drafting II - Architectural  |  |
| <input type="checkbox"/> IC63 Drafting III - Architectural |  |

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Construction-related Industries.		
H. Content reflects current and projected occupations related to the Construction Industry.		

I. Content includes the current and projected technologies used in Construction-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

### Documentation for PART III ACCESSIBILITY

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area or Career Pathway(s): Technology, Trade, Engineering, and Industrial Education:**  
**Drafting Engineering Career Pathway**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

**Indicate Appropriate Course:**

- \_\_\_ IC61 Drafting I  
 \_\_\_ IV22 Drafting II - Engineering  
 \_\_\_ IV23 Drafting III - Engineering

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Engineering Drafting-related Industries.		
H. Content reflects current and projected occupations related to the Engineering Drafting Field.		
I. Content includes the current and projected technologies used in Engineering Drafting-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

#### Documentation for PART III ACCESSIBILITY

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***



**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area or Career Pathway(s): Trade, Technology, Engineering, and Industrial Education: Drone Technology**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

Indicate Appropriate Course:

\_\_\_ ID11 Drone Technology I

\_\_\_ ID12 Drone Technology II

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

*Compatibility with the North Carolina Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content reflects the drone industry requirements needed to meet Federal, state, and local requirements. ID11: FAA 14 CFR Part 107		
D. Content provides professional skills needed in the specific drone industry criteria.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

### PART III ACCESSIBILITY

<b>B. Appropriateness</b>	<b>Yes</b>	<b>No</b>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b> <i>(Use extra sheets, if necessary.)</i>		

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***

Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area or Career Pathway(s): Trade, Technology, Engineering, and Industrial Education: Public Safety

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER’S SBE DISTRICT \_\_\_\_\_

- Indicate Appropriate Course:
- \_\_\_ IP12 Public Safety II
  - \_\_\_ IP21 Emergency Medical Technology I
  - \_\_\_ IP22 Emergency Medical Technology II
  - \_\_\_ IP51 Emergency Management I
  - \_\_\_ IP52 Emergency Management II
  - \_\_\_ IP31 Fire Fighter Technology I
  - \_\_\_ IP32 Fire Fighter Technology II
  - \_\_\_ IP33 Fire Fighter Technology III

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

PART I: CONTENT

Compatibility with the North Carolina *Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content must be aligned to federal, state, and/or local requirements needed to obtain industry certifications in the designated public safety sector. IP12: Community Emergency Response Team (CERT) IP22: EMT Basic IP51: NC Emergency Management I IP52: NC Emergency Management II IP31: NCOSFM Credential - Firefighter Technology I IP32: NCOSFM Credential - Firefighter Technology II IP33: NCOSFM Credential - Firefighter Technology III IP42: Certified Protection Officer (CPO)		
Documentation for PART I CONTENT		

PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
Documentation for PART II PEDAGOGY		

PART III ACCESSIBILITY

A. Accuracy	Yes	No
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		

5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		
1. Presentation of content provides for students’ cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students’ prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		

6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: (For Textbook Commission Use Only)**  
These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no.

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*





at a grade appropriate reading level.		
2. Content links students’ prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		

3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
Documentation		
A. Technical Information		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
B. Teacher Materials		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
Documentation for PART IV TECHNOLOGY		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no.

Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area or Career Pathway(s): Technology, Trade, Engineering, and Industrial Education:**  
**Woodworking Career Pathway**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ IM21 Woodworking I

\_\_\_ IM22 Woodworking II

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Woodworking-related Industries.		
H. Content reflects current and projected occupations related to the Woodworking Industry.		
I. Content includes the current and projected technologies used in Woodworking-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

<b>Documentation for PART III ACCESSIBILITY</b>

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***

# Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Trade, Technology, Engineering, and Industrial Education: STEM

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

Indicate Appropriate Course:

\_\_\_ TE01 Technology Design and Innovation

\_\_\_ TE11 Technology Engineering and Design

\_\_\_ TE02 Technological Systems

\_\_\_ TE12 Technological Design

\_\_\_ TE13 Engineering Design

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

## PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV Program.*

	YES	NO
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

## PART II PEDAGOGY

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects the integration of Science, Technology, Engineering, and Mathematics		
H. Content reflects current and future trends in Science, Technology, and Engineering		
I. Content reflects interdisciplinary content and activities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>		<b>YES</b>	<b>NO</b>
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		<b>YES</b>	<b>NO</b>
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>			
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>			
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>			



**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>YES</b>	<b>NO</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		

<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		

<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		

**Documentation for PART IV TECHNOLOGY**

**PART V: Overall Analysis: (For Textbook Commission Use Only)**

This textbook/program is **acceptable** \_\_\_\_\_.

This textbook/program is **not acceptable** \_\_\_\_\_.

**Documentation for PART V:** *Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV.*  
(Use extra sheets if necessary.)

## CAREER AND TECHNICAL EDUCATION: EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.

Appropriateness, Scope, and Resources	Yes	No
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.

Documentation for yes and no responses

## CAREER AND TECHNICAL EDUCATION: EL EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both yes and no responses

**Documentation for yes and no responses**

**NORTH CAROLINA STATE BOARD OF EDUCATION  
STANDARD TEXTBOOK CONTRACT**

THIS CONTRACT, by and between the NORTH CAROLINA STATE BOARD OF EDUCATION, hereinafter referred to as the STATE BOARD, and \_\_\_\_\_ corporation having its principal place of business in \_\_\_\_\_, hereinafter referred to as SELLER.

**W I T N E S S E T H**

WHEREAS, the STATE BOARD has authority to enter into this contract under Article 8, Part 3 of Chapter 115 of the General Statutes of North Carolina; and WHEREAS, the STATE BOARD has adopted certain textbooks, identified below, for use in the public schools of North Carolina; and WHEREAS, the SELLER has agreed to sell and the STATE BOARD has agreed to buy as many of said adopted textbooks as may be required by the STATE BOARD during the term of this contract and any extension, subject always to the terms and conditions of this contract.

NOW, THEREFORE, the STATE BOARD and SELLER agree, for themselves, their successors and assigns, as follows:

**PART I**

(1) Effective Date and Term. This agreement shall become effective on January 1, 2021 and shall continue in effect through June 30, 2025.

(2) Renewal. The STATE BOARD, solely at its option, may renew this contract on the terms and conditions set forth herein for an additional term of up to two years by providing the SELLER with written notice of its decision to exercise its right to renew no later than March 1 of the fifth year of this contract.

**PART II**

(3) Prices and Copies Required. During this contract the SELLER will sell and furnish to the STATE BOARD for use in North Carolina public schools, and public and private institutions of higher education in North Carolina that have approved teacher education programs, as many copies of the following textbooks (attached list of adopted titles), at the prices indicated in the vendor's cost proposal spreadsheet, as shall be required to satisfy the demand therefore. SELLER will provide, at no cost, teacher editions for each adopted textbook in the amount of one (1) teacher edition for each teacher using their textbooks in the classroom for the term of the contract. SELLER will also provide, at no cost, one teacher edition or one pupil edition, if teacher edition is not available, for each college with a teacher education department approved by the North Carolina Department of Public Instruction. (Attached list of adopted titles)

(4) Title to Textbooks. Title to textbooks ordered by the STATE BOARD, and risk of loss of said textbooks, shall pass to the STATE BOARD upon actual receipt of said textbooks from SELLER'S carrier and acceptance of said textbooks by the manager of the STATE BOARD'S textbook warehouse. Title to unused textbooks returned to SELLER by the STATE BOARD, and risk of loss of said textbooks, shall pass to SELLER upon actual receipt of said textbooks by SELLER from the STATE BOARD'S carrier.

(5) Time of Payment. Payment for textbooks purchased shall be made within one hundred twenty (120) days of passing of title for said textbooks to the STATE BOARD. At its option, however, the STATE BOARD during the second and subsequent years of this contract may order textbooks and may return any unused textbooks ordered by December 1 of that year, to the SELLER with freight costs paid by the STATE BOARD.

(6) Refund for Unused Books. Unused textbooks which remain in the STATE BOARD'S warehouse upon termination of this contract may be returned to the SELLER for full credit. Payment to the STATE BOARD for unused textbooks shall be made within sixty (60) days of the passing of title back to the SELLER.

(7) Bond. The SELLER has executed and delivered to the STATE BOARD a bond in the sum of \$00.00, payable to the State of North Carolina conditioned upon the faithful and complete performance of this contract and further conditioned with sureties as appear there from. Should the STATE BOARD at any time during the continuance of this contract require additional security or additional bond for the faithful performance of this contract, the SELLER, after thirty days' notice, shall provide additional security or execute and deliver an additional bond as required by the STATE BOARD.

(8) State Appropriations. It is understood that this contract is made subject to State funds being appropriated by the General Assembly for this program.

### PART III

(9) Incorporation of Statutes. This contract is executed in accordance with the provision of Article 8, Part 3 of Chapter 115C of the General Statutes of North Carolina. Said statutes are hereby incorporated by reference and made a part of this contract as if fully set forth herein. Specific reference is made to G.S. 115C-95 which provides as follows:

"Every contract made by the Board with the publisher of any school textbook on the State-adopted list shall be deemed to have written Therein a condition providing that if that publisher, during the life of his contract with this State, contracts with any other governmental unit or places that textbook on sale anywhere in the United States for a price less than stipulated in his contract with the State of North Carolina, the publisher shall immediately furnish that textbook to this State at a price not greater than that for which the textbook is furnished, sold or placed on sale anywhere else in the nation."

(10) Incorporation of Other Documents. The STATE BOARD'S Invitation to Submit Textbooks for Evaluation and Adoption, previously provided to the SELLER, and the Cost Proposal Form submitted by the SELLER in response to this Invitation are hereby incorporated by reference and made a part of this contract as if fully set forth herein. In the event of any conflict between any of these documents and this contract, the terms of this contract shall control.

(11) Applicable Law. This contract shall be governed by and construed in accordance with the laws of the State of North Carolina.

### PART IV

(12) Revised or Later Copyrighted Editions: The Seller shall furnish to the State Superintendent of Public Instruction the new edition for both the pupil edition and the teacher edition of the new or

revised edition with Form B submitted with the new or revised edition. A list of changes must accompany the new or revised edition. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, the Seller shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(a) Modification. (Digital Text Only) Typographical or editorial changes. Any typographical or editorial change that is made to a digital text must be sent to the State Superintendent of Public Instruction prior to the Seller making any changes electronically in the digital text. The State Superintendent of Public Instruction must have a minimum of 10 business days' notification of typographical or editorial changes that are the result of significant errors in the adopted text. A "significant error" is a factual typographical error that the State Board of Education, Department of Public Instruction or the Seller determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.

(b) Revised or Later Edition (Substitutions for Digital Text Only) The Seller may submit for substitution a new edition for the older edition. The Seller shall submit to the State Superintendent of Public Instruction a digital format of the new edition for both the pupil edition and the teacher edition of the new or revised edition with Form M submitted with the new or revised edition. A list of changes must accompany the new or revised edition. All changes will be reviewed to determine as to whether the new edition is substantially similar in all respects so as not to result in inconvenience or confusion to the teacher or the student. Upon written approval of the substitution by the State Superintendent of Public Instruction, the Seller shall furnish for the remainder of the contract period, and any extension thereof, such revised or later copyrighted edition of the textbook, subject to all the terms of this contract, including price.

(13) Manufacturer's Standards. All textbooks provided hereunder shall be manufactured in accordance with the OFFICIAL MINIMUM MANUFACTURING STANDARDS AND SPECIFICATIONS FOR TEXTBOOKS established by the Advisory Commission on Textbook Specifications, or shall exceed such standards. Compliance with such standards does not relieve SELLER of obligations arising out of any other warranties applicable to the textbooks sold hereunder, whether such warranties are expressed or implied.

(14) License. The SELLER grants to the STATE BOARD the license to produce, or to cause to be produced, Braille, large print and audio cassette tape versions of the textbooks included in this contract, to be used solely in the North Carolina public schools for the benefit of handicapped students.

## PART V

(15) Time of Delivery. Time of delivery is critical to the STATE BOARD. If SELLER fails to deliver textbooks within forty-five (45) calendar days of the date an order is placed by the STATE BOARD, it is agreed that the STATE BOARD may, in a suit instituted for that purpose, against the SELLER and against the sureties on the bond, recover the sum of one hundred dollars (\$100.00) for each day's delay in receipt of the textbooks. An order is placed when SELLER receives the STATE BOARD'S purchase order and delivery is made on the day the last textbook on said order is received

and accepted at the State Textbook Warehouse. Should the SELLER determine that he will be unable to make timely delivery, he may request an extension of time for delivery. This request may be granted at the discretion of the State Superintendent, but may not be unreasonably withheld. If written approval for extension is granted, liquidated damages will not be assessed, unless the textbooks are not delivered within the period of the extension.

(16) Access to Instructional Material. (Digital Text Only) It is of critical importance to the State Board of Education that students have access to digitized instructional material at school and at home. If the Seller fails to provide access to digitized instructional material for more than 3 hours between the hours of 8:00 A.M. and 10:00 P.M. Sunday through Friday for more than a 10-day period within the school year, it is agreed that the State Board may institute legal action, against the Seller and against the sureties of the bond to recover the sum of one hundred (\$100.00) for each day without access to the digitalized instructional material, plus any other damages or fees to which the State Board is legally entitled.

(17) Priority Delivery. The SELLER will make no delivery of any textbook included in this contract to any local school authority, public or private institution of higher education, or other educational agency in this State while any pending order of the STATE BOARD is unfilled, except upon approval by the State Superintendent.

## PART VI

### (18) Errors in textbooks

#### (a) Express Warranty

The SELLER will make commercially reasonable efforts to correct all factual and typographical errors found in the adopted textbooks before textbooks are shipped to North Carolina and shall expressly warrant that those errors are corrected prior to shipment.

#### (b) Affidavit

Each SELLER shall file an affidavit signed by an authorized official of the company certifying that all of its textbooks to be shipped to North Carolina have been thoroughly examined for factual and typographical errors and to the best of his/her knowledge the textbooks are free from such errors. Such affidavit must be filed with DPI Procurement Office, prior to the shipment of any text.

#### (c) Errors Identified by Seller Subsequent to Textbook Shipment

1. The SELLER shall immediately notify DPI of any factual or typographical errors it identifies subsequent to shipment.

2. The SELLER shall correct any factual or typographical errors identified by the SELLER subsequent to shipment no later than June 30 of the initial contract year and annually thereafter by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style.

3. The SELLER shall correct any significant errors identified by the SELLER by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style within 30 calendar days of identification.



4. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the total number of pages in the text; the SELLER will pay to the SBE \$100.00 in liquidated damages for every additional significant error that the SELLER identifies.

(d) Errors identified by the SBE and others subsequent to Textbook Shipment

1. The SELLER shall correct any factual or typographical errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style no later than the following June 30 of the year.

2. The SELLER shall correct any significant errors identified by the SBE, DPI, local boards of education or any of their officials, employees or agents by sending errata sheets as prescribed by applicable sections of the current edition of the Chicago Manual of Style within 30 calendar days of notification to the SELLER.

3. Whenever the total number of identified significant errors, as defined below, exceeds 1% of the number of pages in the text, the SELLER shall pay to the SBE \$500.00 in liquidated damages for every additional significant error that the SBE, DPI, local boards of education or any of their officials, employees or agents identifies in the text prior to the SELLER's identification of that error and notification of the SBE under paragraph 17(c)(1) of this Part.

(e) Failure to Correct Errors

The SELLER's failure to correct errors, as set forth herein, will be deemed a breach of this contract. The SBE will be entitled to pursue any and all remedies available to it.

(f) Definitions

1. "Textbook" means systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process. Textbook also includes any instructional materials intended for use by the teacher.

2. A "significant error" is a factual or typographical error that the SBE or DPI determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error. A significant error repeated in a single item or contained in both the student and teacher components of instructional material shall be counted once for the purpose of determining liquidated damages.

**PART VII**

(19) Entire Understanding. This contract represents the entire understanding of the parties and shall not be modified or altered in any way except by written instrument executed by both parties. Assignment of SELLER'S obligations under this contract, in whole or in part, is a modification of this contract and shall not be accomplished without the prior written agreement of the STATE BOARD.

(20) Continuations of Rights under Existing Contracts. This contract is not intended to be a novation of or substitution for any existing contract(s) between the STATE BOARD and the SELLER and shall not alter, amend, diminish, or extinguish the parties' rights or obligations under any existing contract(s).

IN WITNESS WHEREOF, the STATE BOARD has caused this contract to be executed by its Chairman and Secretary and the Seal of the STATE BOARD to be hereto affixed, and the SELLER has caused the same to be executed by its President, or other duly authorized officer, attested by its Secretary, and its common seal to be hereto affixed, all by an order and resolution of its Board of Directors, duly passed.

THE STATE BOARD OF EDUCATION

SELLER

\_\_\_\_\_  
SECRETARY (STATE BOARD)

\_\_\_\_\_  
PRESIDENT (SELLER)

Approved as to form:

ATTEST

\_\_\_\_\_  
Legal Counsel                      Date  
(BOARD'S SEAL)

\_\_\_\_\_  
SECRETARY(SELLER)                      Date  
(SELLER'S SEAL)

Bond No. \_\_\_\_\_

**State of North Carolina Surety Bond**

KNOW ALL MEN BY THESE PRESENTS, That \_\_\_\_\_,  
doing business in the city of \_\_\_\_\_, in the State of \_\_\_\_\_,  
as principal, and \_\_\_\_\_  
as surety, are held and firmly bound unto the State of North Carolina in the penal sum of  
\_\_\_\_\_ Thousand dollars, to the payment of which sum we bind ourselves,  
our heirs, assigns, successors, and representatives.

Given under our hands and seals, this the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

The condition of this bond is that if the said \_\_\_\_\_  
shall well and truly observe, keep, maintain, and preserve, the terms of the agreement hereto attached,  
made with the State Board of Education of the State of North Carolina for the sale, supply, distribution,  
and furnishing of textbooks mentioned in the said contract for the public schools in the said State of  
North Carolina, and shall faithfully, honestly, and exactly perform their said contract, and shall do the  
acts and deeds as by said agreement and the laws of the State are required and enjoined, and will pay all  
reasonable attorneys' fees in case of recovery in any suit upon this bond, the same shall be null and void;  
otherwise, in full force and effect. And it is further provided, as required by the law of the State of  
North Carolina establishing a Textbook Commission, and so understood and agreed by both principal  
and sureties hereto, that this bond shall not be exhausted by a single recovery, but may be sued on from  
time to time until the full amount thereof shall be recovered.

WITNESS our hands and seals, this the \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_.

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
Print Name of Principal

\_\_\_\_\_  
Signature of Officer of the Principal

\_\_\_\_\_  
Print Name of Attorney-in-Fact

\_\_\_\_\_  
Signature of Attorney-in-Fact

### AUTHORITY TO SUBMIT BIDS FOR TEXTBOOKS

Pursuant to issuance of the 2020 *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, the signer agrees that, if this bid is accepted in due course by the offeree, the company will enter into a contract with the North Carolina State Board of Education to provide said Board with its public school requirement for the textbooks listed below at the prices quoted. The Contract to be entered into shall be in accordance with the contract example included in the 2020 *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*. Please furnish the following information for completing a textbook contract, if adopted.

\_\_\_\_\_  
COMPANY

\_\_\_\_\_  
Address of Principal Place of Business

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
PRESIDENT or DESIGNEE  
*Print*

\_\_\_\_\_  
PRESIDENT or DESIGNEE  
*Signature*

\_\_\_\_\_  
DATE

Please check one:

Corporation \_\_\_\_\_

Partnership \_\_\_\_\_

Sole Proprietorship \_\_\_\_\_

Other (designate) \_\_\_\_\_

**NORTH CAROLINA  
COST PROPOSAL SPREADSHEET  
(SAMPLE)**

**Publisher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Page:** \_\_\_\_ of \_\_\_\_

**I. Inventoried: Student and teacher editions are provided in hard-copy and/or digital formats. Copies are purchased through State Textbook Warehouse.**

TITLE	Grade Level or Course Title	ISBN	Publisher	Copyright/ Edition	NIMAS Compliant Files? Yes or No (See attachment 7)	Net Wholesale	NC Warehouse Allowance	Bid Price
<b>Mathematics: 9-12</b>								
Mathematics Course 1 Student Edition	NC Math 1	9781234567891	ABC Publishing	2020	Yes	55.00	4.40	50.60
Mathematics Course 1 Teacher Edition	NC Math 1	9782345678912	ABC Publishing	2020	Yes	70.00	5.60	64.40
Mathematics Course 1 Digital Edition	NC Math 1	9782345678912	ABC Publishing	2020	Yes	70.00	5.60	I. 64.40 H.
Net Wholesale Price (Lowest prices available in U.S.), f.o.b. Publisher NC Warehouse Allowance: Calculated at 8% of the net wholesale price Bid Price: Warehouse allowance deducted from the net wholesale price *See page 10 of this Invitation for more information on cost calculation.								III. IV. V.

**II. Non-inventoried: Accompanying student materials (ASM) and Enrichment Materials (EM) are provided at no charge. Additional copies are purchased directly from the publisher.**

<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>ISBN</b>	<b>Ratio</b> Number per classroom; collection purchased; per teacher, per school, per district (specify), also frequency of offer such as annually, quarterly, monthly	<b>Price for Additional Copies</b>
<b>Accompanying Student Materials (ASM) Maximum 4 Items</b>				
NC Math 1 ASM 1		<b>9781122334455</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>35.00</b>
NC Math 1 ASM 2		<b>9782233445566</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>6.25</b>
NC Math 1 ASM 3		<b>9783344556677</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>7.15</b>
NC Math 1 ASM 4		<b>9784455667788</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>6.25</b>
<b>Enrichment Materials (EM) Maximum 7 Items</b>				
NC Math 1 EM 1		<b>9781912345678</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>250.00</b>
NC Math 1 EM 2		<b>9781923456789</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>185.00</b>
NC Math 1 EM 3		<b>9781934567891</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>40.00</b>
NC Math 1 EM 4		<b>9781956789123</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>40.00</b>
<b>Enrichment Materials Increment:</b>	<b>Each purchase of an additional 25 student editions above an initial purchase of 100 will entitle the LEA to select one additional item from the Enrichment Material List above.</b>			

**NORTH CAROLINA  
COST PROPOSAL SPREADSHEET  
(SAMPLE)**

**Publisher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Page:** \_\_\_\_ of \_\_\_\_

**I. Inventoried: Student and teacher editions are provided in hard-copy and/or digital formats.  
Copies are purchased through State Textbook Warehouse.**

TITLE	Grade Level or Course Title	ISBN	Publisher	Copyright/ Edition	NIMAS Compliant Files? Yes or No (See attachment 7)	Net Wholesale	NC Warehouse Allowance	Bid Price
<b>Career and Technical Education (CTE)</b>								
CTE Course 1 Student Edition	6	9781234567891	ABC Publishing	2020	Yes	55.00	4.40	50.60
CTE Course 1 Teacher Edition	6	9782345678912	ABC Publishing	2020	Yes	70.00	5.60	64.40
CTE Course 1 Digital Edition	6	9782345678912	ABC Publishing	2020	Yes	70.00	5.60	64.40
Net Wholesale Price (Lowest prices available in U.S.), f.o.b. Publisher NC Warehouse Allowance: Calculated at 8% of the net wholesale price Bid Price: Warehouse allowance deducted from the net wholesale price *See page 10 of this Invitation for more information on cost calculation.								

**II. Non-inventoried: Accompanying student materials (ASM) and Enrichment Materials (EM) are provided at no charge. Additional copies are purchased directly from the publisher.**

<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>ISBN</b>	<b>Ratio</b> Number per classroom; collection purchased; per teacher, per school, per district (specify), also frequency of offer such as annually, quarterly, monthly	<b>Price for Additional Copies</b>
<b>Accompanying Student Materials (ASM) Maximum 4 Items</b>				
CTE Course ASM 1		<b>9781122334455</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>35.00</b>
CTE Course ASM 2		<b>9782233445566</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>6.25</b>
CTE Course ASM 3		<b>9783344556677</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>7.15</b>
CTE Course ASM 4		<b>9784455667788</b>	Upon request, choose up to 4 accompanying items for each Student Edition purchased, life of adoption	<b>6.25</b>
<b>Enrichment Materials (EM) Maximum 7 Items</b>				
CTE Course EM 1		<b>9781912345678</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>250.00</b>
CTE Course EM 2		<b>9781923456789</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>185.00</b>
CTE Course EM 3		<b>9781934567891</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>40.00</b>
CTE Course EM 4		<b>9781956789123</b>	Choose up to 7 enrichment items per classroom teacher (minimum purchase of 15 student editions), upon request, initial year of purchase	<b>40.00</b>
<b>Enrichment Materials Increment:</b>	<b>Each purchase of an additional 25 student editions above an initial purchase of 100 will entitle the LEA to select one additional item from the Enrichment Material List above.</b>			



## FORM B

## STATE OF NORTH CAROLINA

## STATEMENT OF PUBLISHER SUBMITTING TEXTBOOKS FOR ADOPTION

One copy of this form signed by an official of the publishing company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher \_\_\_\_\_  
 Address \_\_\_\_\_  
 Title offered for adoption \_\_\_\_\_  
 Grade level/course \_\_\_\_\_  
 Copyright and edition \_\_\_\_\_ ISBN No. \_\_\_\_\_  
 DPI Identification Number \_\_\_\_\_

**CLASS OF TEXTBOOK:**

A \_\_\_\_ B \_\_\_\_ C \_\_\_\_ D \_\_\_\_ E \_\_\_\_ F \_\_\_\_ AA \_\_\_\_ BB \_\_\_\_ CC \_\_\_\_

College \_\_\_\_ Meets MSST

College \_\_\_\_ Meets with approved deviations

Grades 9 - 12 only, Class I \_\_\_\_ Class II \_\_\_\_

College \_\_\_\_ Does Not Meet MSST

**PAPER:** Basis weight \_\_\_\_\_ lbs.

**PRINTING:** Printing Symbol: \_\_\_\_\_  
 Margins: Back \_\_\_\_ " Head \_\_\_\_ " Front \_\_\_\_ " Foot \_\_\_\_ "

**BINDING:**

Number of pages (total) \_\_\_\_\_ Pages per signature \_\_\_\_\_ Bulk \_\_\_\_\_ "

Trim size: Width \_\_\_\_ " Height \_\_\_\_ " Endsheets \_\_\_\_\_ lbs

Inserts: Number and kind \_\_\_\_\_  
 Method of attachment \_\_\_\_\_

Transparent overlays: Number and kind \_\_\_\_\_  
 Method of attachment \_\_\_\_\_

Reinforcements: Visible drill joints \_\_\_\_\_ Concealed muslin joints \_\_\_\_\_

Binding method: Sewed \_\_\_\_\_ Stitched \_\_\_\_\_ Adhesive \_\_\_\_\_

Wires: Side \_\_\_\_\_ Saddle \_\_\_\_\_ Mechanical \_\_\_\_\_

Lining up: Supers: Number \_\_\_\_\_ Headbands \_\_\_\_\_ Tightback \_\_\_\_\_

**COVERS:** Cover boards: Thickness in points \_\_\_\_\_  
 Cover material: Non woven: Type II \_\_\_\_\_ Type III \_\_\_\_\_  
 Woven fabric group designation \_\_\_\_\_  
 Non-consumable soft-cover texts, Class AA \_\_\_\_ BB \_\_\_\_ CC \_\_\_\_  
 Other \_\_\_\_\_

Cover graphics: Lithographed \_\_\_\_ Screened \_\_\_\_ Stamped \_\_\_\_ Other \_\_\_\_

Cover top coating: \_\_\_\_\_

**SPECIAL FEATURES** \_\_\_\_\_

The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the State of North Carolina with the exception of: (explain deviations fully below or on a separate sheet).

### WARRANTY OF PUBLISHER Form B (continued)

And the undersigned Publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

<b>Official sample conforms: texts supplied will conform</b>	1. The official sample confirms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.
<b>Official sample does not conform; texts supplied will conform</b>	2. Although the official sample deviates in certain particulars delineated herein from the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.
<b>Official sample conforms except for stated deviations; texts supplied will conform except for stated deviations</b>	3. The official sample conforms to or exceeds every specification of the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments except for those expressly delineated and accepted by the adopting agency.
<b>Official sample does not conform; texts supplied will not conform</b>	4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the <i>Manufacturing Standards and Specifications for Textbooks</i> including applicable temporary, supplemental adoptions and amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One, Two, Three, and Four of this warranty. The Publisher shall furnish to the state for appropriate testing, when requested, samples of materials used in this publication.

Signed \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Company \_\_\_\_\_

Date \_\_\_\_\_

Revised 12/2019

**FORM M****STATE OF NORTH CAROLINA****STATEMENT OF PUBLISHER SUBMITTING ELECTRONIC MEDIA FOR ADOPTION**

One copy of this form signed by an official of the publishing company submitting electronic media for adoption must be submitted to the adopting agency.

Name of Publisher \_\_\_\_\_

Address \_\_\_\_\_

Title of Textbook (Core Instructional Program) \_\_\_\_\_

Title of Electronic-based Program (if different from textbook) \_\_\_\_\_

Copyright/Version \_\_\_\_\_ ISBN \_\_\_\_\_

<b>Medium</b>	<b>Industry Standard</b>	<b>Contact</b>
Audio Compact Disc	ANSI Standard (Red Book)	info@ansi.org
CD-ROM	ANSI (Yellow Book)	info@ansi.org
DVD	DVD Forum Standard	<a href="http://www.dvdforum.org/forum.shtml">http://www.dvdforum.org/forum.shtml</a>
DVD-ROM	DVD Forum Standard	<a href="http://www.dvdforum.org/forum.shtml">http://www.dvdforum.org/forum.shtml</a>
Online	W3C Recommendations	<a href="https://www.w3.org">https://www.w3.org</a>

**DEVIATIONS**

The publisher submitting the electronic medium stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the industry standard for that medium with the exception of the following: (explain deviations fully below or on a separate sheet.)

FORM M (Continued)  
**WARRANTY OF PUBLISHER**

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

<b>Official sample confirms: texts supplied will conform</b>	1. The official sample conforms to or exceeds in every particular the industry standard for the medium, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.
<b>Official sample does not confirm: texts supplied will confirm</b>	2. Although the official sample deviates in certain particulars delineated herein from the industry standard for the medium, all copies subsequently furnished under such contract will conform to or exceed every specification.
<b>Official sample conforms except for stated deviations; texts supplied will conform except for stated deviations</b>	3. The official sample conforms to or exceeds every specification of the industry standard for the medium, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable temporary, supplemental adoptions and amendments, except for those expressly delineated and accepted by the adopting agency.
<b>Official sample does not confirm; text supplied will not conform</b>	4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the industry standard for the medium, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned Publisher agrees to be bound under Clause One, Two, Three, and Four of this warranty. The publisher shall furnish to the state for appropriate testing, when requested, samples of materials used in this publication.

Signed\_\_\_\_\_

Name\_\_\_\_\_

Title\_\_\_\_\_

Company\_\_\_\_\_

Date\_\_\_\_\_

## ACCESSIBLE ELECTRONIC FILES OF PUBLISHER MATERIALS

Electronic files of print and non-print textbook materials are needed to ensure the timely production of the materials in specialized formats (e.g., Braille). The NC Department of Public Instruction has adopted the National Instructional Materials Accessibility Standard (NIMAS) in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446), for the purpose of providing instructional materials to blind students or other students with disabilities. The Department is also coordinating with the National Instructional Materials Access Center (NIMAC), which is serving as a repository for publishers' compliant files.

Additional information about NIMAS: <http://aem.cast.org/>

Additional information about NIMAC: <http://www.nimac.us/>

Publishers will submit NIMAS-compliant files of state adopted textbooks and other core textbook materials by November 6, 2020. These files will be submitted to either the Textbook Warehouse (Attention: Judy Blount) or NIMAC using the ISBNs submitted for NC adoptions. Should a publisher opt not to send files for a particular book, it must provide the Textbook Warehouse with the textbook in the specialized requested format at the same time as print materials are delivered.

A separate file listing the structure of the primary files must be provided to the Textbook Warehouse (Attention: Judy Blount at [judy.blount@dpi.nc.gov](mailto:judy.blount@dpi.nc.gov). This file should be labeled DISKLIST.TXT.) In addition, all special instructions (e.g., merging of materials such as marginal notes kept in a separate file) should be noted in this file.

Efforts should be made to update files to duplicate exactly the adopted print or non-print version of the textbook materials including corrections and changes.

When files are accepted by NIMAC, please notify Judy Blount at [judy.blount@dpi.nc.gov](mailto:judy.blount@dpi.nc.gov) and provide her with notice that files have been sent to NIMAC.

**AFFIDAVIT****STATEMENT OF PUBLISHER SUBMITTING INSTRUCTIONAL MATERIAL FOR ADOPTION TO THE NORTH CAROLINA STATE BOARD OF EDUCATION**

One copy of this form signed by an official of the Publishing Company submitting instructional material for adoption must be sent to the Department of Public Instruction with the Contract and Surety Bond.

Name of Publisher: \_\_\_\_\_

Address: \_\_\_\_\_

Title(s) Offered for Adoption: **(Please list all titles submitted along with ISBN number. A separate list may be attached.)** \_\_\_\_\_

The undersigned certifies that he/she is authorized to and does certify that the above named textbook(s) has/have been proofread for factual and typographical errors and to the best of my knowledge will be free from such errors.

Signed \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Company \_\_\_\_\_

Date \_\_\_\_\_

Subscribed and sworn to before me this \_\_\_\_\_ (date).

(Signature and seal of notary public)

Notary Public

My commission expires: \_\_\_\_\_ (date).

## REQUIREMENTS

Textbook materials not submitted in accordance with the requirements set forth within this Invitation shall not be considered or adopted. **Nothing shall be accepted after any of the deadlines listed in the 2020 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.**

**ALL bid submissions must be delivered to the following:**

2020 Invitation to Submit Textbook for Evaluation and Adoption in North Carolina  
NC Department of Public Instruction  
Attn: Mashonda Southerland, Procurement Office  
301 N. Wilmington Street  
Raleigh, NC 27601

ALL inquiries regarding identification number assignment must be in writing and emailed to:

Dr. Carmella Fair  
Instructional Resource Consultant  
Digital Teaching and Learning Division  
Textbook Adoption Services  
North Carolina Department of Public Instruction  
Email: [nctextbooks@dpi.nc.gov](mailto:nctextbooks@dpi.nc.gov)

ALL inquiries regarding directions for packing and shipping must be directed to:

Dr. Carmella Fair  
Instructional Resource Consultant  
Digital Teaching and Learning Division  
Textbook Adoption Services  
North Carolina Department of Public Instruction  
Telephone: (919) 807-3214  
Email: [nctextbooks@dpi.nc.gov](mailto:nctextbooks@dpi.nc.gov)

**ALL other inquiries must be in writing and emailed to the following email address:**  
[mashonda.southerland@dpi.nc.gov](mailto:mashonda.southerland@dpi.nc.gov)